

**NH Family Engagement Task Force**  
**February 16, 2011**

**Question #1 (E) – What is currently going well in your school regarding F & C Involvement?**

- ✓ **Speak to parents & address needs – direct them, build trust – more willing to get involved & come to school**
- ✓ **Parenting Education Classes – Impact on student performance & behaviors, communication**
- ✓ **Relate 1<sup>st</sup> and teach 2<sup>nd</sup> – Over 60 parents – 38 completed**
- ✓ **Family Support Group – Follow-up parents ed 1x per month 2 ½ yrs – food, childcare**
- ✓ **Well trained parent educator to train parents & teachers**
- ✓ **Recruitment of parents through relationships is word of mouth**
- ✓ **Sandown – Blue ribbon volunteerism**
  - **Monday morning meetings – families & community come in for seeing kids achieve**
  - **PBIS school – Parents on ? – seen benefits more often needed**
  - **Suggest supportive community**
  - **Lots of parent volunteers – all levels**
  - **Anonymous boxes in lobby**
  - **Open door**
  - **Survey**
  - **Traditional roles of transferring communications**
  - **Not as good with non-SPED**
- ✓ **Portsmouth – PEAK – Integrated early childhood head start**
- ✓ **Parent driven - ? wellness – 5, 2, 1, 0 – health New Hampshire (K-5)**
- ✓ **Parents good trackers**
- ✓ **Friday mailing feedback – PDF email – Less than 3% (23%)**
- ✓ **Title I requirement – 2 Math & 2 Reading – workshop successful**
- ✓ **Museum – after school event/parent night**
- ✓ **Charter school – Enrichment classes taught by educators & parents - ?, French, Yoga, Guitar, Parent organized**
- ✓ **Apex Project PBIS – Getting connected to community**
- ✓ **HELPING KIDS FIND THEIR VOICE!**
- ✓ **Manchester – Parent portal – Aspen system – stud info system – parent access – grades – attendance, but not all teachers use it same way, homework assignments, expectations need to be there from administrators, also challenges w/SPED students, how the info is communicated, towns not all connected**
- ✓ **Better funding community involvement -> be able to sustain**
- ✓ **Comm advisory council (Pittsfield) – more student centered (STUD, parents, comm. (volunteers)) – sub-teams for reform mtgs (other comm. Partners -> Nellie Mae funded “comm demand , comm. Forums, trainings, lectures, parents involved @ diff levels**
- ✓ **Partnering w/PIC -> making transitions count (School -> SPED) empowering parents**
- ✓ **Dialog is happening -> “pr of parent” not just SPED parent -> more give & take knowledge is power, videotape mtgs & put up on the web -> alert now**

- ✓ **"e-news" from district -> alert now = voicemail/email, newsletter mo -> break up mtg for just parents**
- ✓ **Parent survey – homework policies**
- ✓ **Successful professional development for parents (incl math & reading, museum)**
- ✓ **Enrichment classes (Yoga, guitar = academic socialization)**
- ✓ **PBIS = Parents/kids – found voice (parents on universal PBIS) (Ex 5210) parent initiated**
- ✓ **Building trust**

**Question #1 (P) – What is currently going well in your school regarding F & C Involvement?**

- ✓ **District structure – Involve parents to take active ? in discussion**
  - **Monthly mtg w/administrators**
  - **Clean agenda, roles**
- ✓ **SAU41 – Exp all parent impact formts & parent perceived very diff.**
  - **Started w/SPED -> broader now**
  - **Requirements – what parents want i.e. training plus ? to credits – staff – 50 people**
  - **Differentiated across groups – Elementary, Middle, High School**
  - **Email bcc: 40 families involved this way for information**
  - **Still working on getting this word out – all faculties**
- ✓ **Allenstown District – Parent/teacher involvement, principal too**
- ✓ **Current – Action Planning**
- ✓ **Being persistent – example “Bullying senior”**
  - **Teacher background “leveraged powers”**
- ✓ **Being persistent (successful bullying workshop by parent as a teacher)**
- ✓ **Active as decision makers/mo mtg with district level w/clear roles & good communication & outcome -> parent input on SPED forms**
- ✓ **Parenting education (lots of benefits)**
- ✓ **Family support group**
- ✓ **Parent portal**

**Question #1 (C) – What is currently going well in your school regarding F & C Involvement?**

- ✓ **Recruitment of parents – stronger relationships -> word of mouth**
- ✓ **Embracing philosophy of family driven strategies**
  - **Asking families what they need**
  - **Embracing families as colleagues**
- ✓ **Engaging organizations to help move this forward**
- ✓ **Voc Rehab – Students who are referred to VR – as a 17/18 yr old with families as advocates**
  - **Need communication with families**
- ✓ **Transition – Mean different things to parents vs aging people**
- ✓ **Employers – how it links – better messenger than parents**
  - **Need relevancies – message brought by comments**
  - **Sometimes the community member is the person who helps the kid**
- ✓ **SEARCH – Engagement of schools and employers for DD for the START (hospitality) – Job**
- ✓ **Ruling ? – Take TTT – trained parent educators**
- ✓ **Extended leaving opportunities is growing**
- ✓ **Nashua – extended leaving coordination**
- ✓ **Train the trainer (trained parents)**
- ✓ **ELO's**
- ✓ **Community Advisory Council**
- ✓ **Project SEARCH/START**

**Question #2 (E) – In what areas do you need the most assistance to further the work in F & C involvement?**

- ✓ **Poor spectrum of parents getting involved**
- ✓ **Teacher & staff at secondary level are having a hard time with this concept. Teacher training & support needed**
- ✓ **Parent info needs are not very well understood by the school/district staff**
- ✓ **Personnal relationship ? needs to happen between school staff and parents**
- ✓ **Systems does not honor the parent/teacher relationship**
- ✓ **Staff**
- ✓ **Parents feel they are not welcome. Principal leaders and district leadership is important**
- ✓ **Communicator – Disconnect between families & teachers – schools may block flow**
- ✓ **Effective understanding of communication – what you are communicating**
- ✓ **Frustration – Time, working, language, own education constraints**
- ✓ **Need more SPED process education**
- ✓ **Not being able to connect with family because of their own resistance to help**
- ✓ **Need parenting classes early – What can you do? Calling alcoholics**
  - **Finding person responsible for pulling together parent engagement piece**
    - **Have parent ?, news, still don't get turn out**
  - **Cultural district-wide take away**
  - **Need consistency**
  - **Barriers between different stakeholders – trust between**
  - **Recipical trust – alliances need to be established. Stop adversarial**
- ✓ **Poor spectrum of parent involvement (lack of diversity)**
- ✓ **Lack of trust by the stakeholders (barriers)**
- ✓ **Parent information needs not well understood by staff**
- ✓ **Educators faced with parental resistance**
- ✓ **PD needed for teachers in this area**
- ✓ **System = honor parent/teacher relationship**
- ✓ **Parents feel unwelcome**
- ✓ **Teachers wish for a more welcome environment from leadership towards parents**
- ✓ **Schools blocking flow of communication**
- ✓ **Stronger leadership**
- ✓ **Parents feel they are not welcome. Principal leaders and district leadership is important.**
- ✓ **Two-way communication – families least involved having attendance problem – not realize impact on child**
  - **School does well comm. – out**
  - **More effort getting comm. Back**
- ✓ **Effective understanding of communication – what you are communicating**
- ✓ **Leadership being interested – show welcoming environment**
- ✓ **Teachers not comfortable talking with parents**

**Question #2 (P) – In what areas do you need the most assistance to further the work in F & C involvement?**

- ✓ **Mid/high level more consistent communication. Teacher communication out to the parents. So the parent can engage the student.**
- ✓ **Ease of getting info from the school staff**
- ✓ **Staff development training for educators**
- ✓ **Parents don't believe they can make a difference**
- ✓ **Parents/family/students 1<sup>st</sup>. Teacher/staff/admin need professional development w/working, w/parents, w/family, w/students. There is a disconnect.**
- ✓ **Mentors needed – have them be involved in home & school – part of both**
- ✓ **Incorrect perceptions of parents/families.**
- ✓ **Sharing student data with families**
- ✓ **Communication open**
- ✓ **Open communication (consistent)**
- ✓ **Staff development training for family involvement**
- ✓ **Extended family involvement**
- ✓ **Stronger leadership needed**
- ✓ **More parent engagement**

**Question #2 (C) – In what areas do you need the most assistance to further the work in F & C involvement?**

- ✓ **Parents need to be part of the conversation with the VR Councilor - very involved**
- ✓ **Vocational component to education that has an end result and that parents and teachers don't get this**
- ✓ **What is the state of family involvement in each town/school/district**
- ✓ **Does the community value education?**
- ✓ **Helping community to see that education is a means to an end**
- ✓ **How they (PIC workers) are treated/disrespected**
- ✓ **Get parents to feel their voice is important at the preschool level lay the ground work for later**
- ✓ **Training for teachers/staff in district**
- ✓ **Communication – Disconnect between families & teachers – schools may block plan**
- ✓ **Elder doesn't feel comfortable advocating in school as grandparent**
- ✓ **Frustration – schools are not doing what the law requires**
- ✓ **Dept Ed – during transition stage difference between SPED entitlements to eligibility-based programs**
- ✓ **Parents may be far away from other parents/peers/family**
- ✓ **Frustrations – in outreach – ethnic – getting parents to come to workshops to get parents involved, to come and to understand**
- ✓ **Frustration to drive family driven strategy – engaging parents & engaging other systems**
- ✓ **Ask parents what, when, why, how**
- ✓ **Transparency needed**
- ✓ **People don't know what's new in regulations – competency based**
- ✓ **Teacher training to be in classrooms**
- ✓ **Schools – Doing what laws require**
- ✓ **PD for staff**
- ✓ **Understanding the difference between SPED entitlements & eligibility-based programs**
- ✓ **Understand the state of family involvement in each town & district in the state**
- ✓ **Understanding family & student driven strategies for education**
- ✓ **Educating school boards**

**Question #3 (E) – How can your family engagement work become more on-going, systematic & integrated into general culture?**

- ✓ BC of (charter school) w/out parent eng not happen – bc parents fill roles (i.e. teacher abs, etc)
- ✓ Make accessible; make culture of school; high level commitment
- ✓ Welcoming environment
- ✓ Strategy admin out there as
  - Parent greeter @ school
  - Systemic & on-going
- ✓ Principal leadership
- ✓ District leadership – improve between school
- ✓ Community has changed – makes it important but more difficult – drop out before
- ✓ PTO Pres “dream” – Try staff member as the job (Nashua South – her job)
- ✓ Must have a position
- ✓ Must become a cultural just having a position is not enough – must have systemic (is their need)
- ✓ Starting through attendance
- ✓ Needs to start from Supt
- ✓ How many families is a good ...?
- ✓ Needs a vision
  - Build relationships
  - Strategy – Link w/after school programs
  - Universal team could take on/begin thru PBIS – build on what exists
- ✓ Parent doesn't come to school
  - School go to parent
- ✓ Nashua – English, Spanish, Portuguese
- ✓ Dinners for ESOL families – social - build upon this
- ✓ Customer service to parents
  - School should not isolate
- ✓ Three prong – community, parent, schools – need all three
- ✓ Group supports for families
- ✓ Establish trust
- ✓ Family engagement includes fathers
- ✓ Many parents would not feel comfortable about questions, teachers
- ✓ Use your parent expertise
- ✓ Secondary level – parent need to be involved
- ✓ Structures in place for parents – should not be person specific
- ✓ Educate parents about education today
- ✓ Dinners for ESOL families – build upon this in order for ESOL families to get more involved
- ✓ Vision for parent engagement that involves all stakeholders
- ✓ Need staff position but that there needs to be system/support with that
- ✓ Must be part of “how we do business”

**Question #3 (C) – How can your family engagement work become more on-going, systematic & integrated into general culture?**

- ✓ Has to come from top – down
- ✓ Professional development
  - Sustained
  - On-going
- ✓ Parent training
  - Culturally “neutral” appropriate
- ✓ Build a school culture – welcoming environment
- ✓ Open to school-wide change
  - Need to sustain the effort
- ✓ Making it not an add on, it is just part of what happens]
- ✓ Doesn't work if leadership hasn't bought into it
- ✓ What about school board engagement?
  - Policy development/investment
- ✓ Get school board organization involved at state level
  - Have them provide training to their members
- ✓ Task force can present to school boards, NH State school board, etc
- ✓ How does this info get disseminated to schools & parents
- ✓ Have parent liaison – coordinate – should be paid position, w/space & presence so that they can be part of the school culture
  - May be paid through school reform efforts – title programs
- ✓ Sharing data w/towns & citizens about the outcome measures, etc
- ✓ Now to collect data??
- ✓ Needs to happen early – because as students get older, it is harder & harder
- ✓ We need administrators at all levels to “walk the walk”
- ✓ What is the definition of “family” – remember kids who might not have the traditional family
- ✓ We have to know the other side, learning about the other side & players
  - “Respect”
  - Honoring each other
  - Understanding viewpoint of others
- ✓ Schools need to feel comfortable w/parents as partners
- ✓ Schools need to work w/their staff about the importance of parents
- ✓ Need to have open discussions about how people feel about parents & engagement, etc
- ✓ Need to focus on small steps, work on small projects together to feel success, build from that
- ✓ How to get buy-in from administrators??
  - Patience, patience, patience
  - Small steps
  - Get school board buy-in
  - Had meeting – no agenda – get to know each other – they build common agenda

- Parents want to see that they are valued, get a word of thanks & hopefully they see the school take action on some of the concerns
- Take away the emotion
- Institutionalize family involvement
  - Hire people to fill these positions
  - Work w/parents of all kinds of students & the path they are on – may not be college, etc
- ✓ Personalized learning plan for every student involved in the plan
  - Kids own the plan – parent support the kid
- ✓ Philosophy of program
- ✓ Must remind/encourage families to continue to be involved
- ✓ Continued support of involve. Barrier – parent who had bad experience & the influ. On the situation and child
- ✓ Asking parents to contribute on systemic level
- ✓ Try to “minimize barriers” to PI; but not working
  - Getting to parents when children are young-making a difference
- ✓ Buy in all stakeholders – admin, T, parents with disab SPED
  - Shared leadership
  - Process for impl & how it will work must have system
  - Must bc how you do business
- ✓ SIMPLE
- ✓ Has to come from top down – get the school board involved
- ✓ Have RESPECT for each other & what we do in our role, etc
- ✓ Family engagement means different things to different people – there needs to be open discussion
- ✓ Word of mouth about positive experiences is a good tool

**Question #3 (P) – How can your family engagement work become more on-going, systematic & integrated into general culture?**

- ✓ **Parent involvement vs parent compliance**
- ✓ **Focus on student outcomes**
- ✓ **Give teachers specific strategies to get parents involved**
- ✓ **Focus on the positive**
- ✓ **Build on engagement & family at a time**
- ✓ **Needs to start at kindergarten & needs to be consistent throughout – one bad teacher experience can spoil the rest**
- ✓ **People need to learn to give**
- ✓ **Focus on the problem & how to fix it**
- ✓ **Word of mouth about positive experiences is a good tool**
- ✓ **Has to come from top down – get the school board involved**
- ✓ **Have RESPECT for each other & what we do in our role, etc**
- ✓ **Family engagement means different things to different people – there needs to be open discussion**
- ✓ **Word of mouth about positive experiences is a good tool**
- ✓